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ABSTRACT

Instructions are given for playing children's games originating in Brazil, Japan, China, Korea, Greece, Australia, Italy, Russia, Czechoslovakia, Yugoslavia, Canada, the Philippines, the United States, and India/Pakistan. (JD)

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IDEAS - GENERAL THEMES

MANITOBA EDUCATION, 1989

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CHICKEN FIGHT (Brazil)

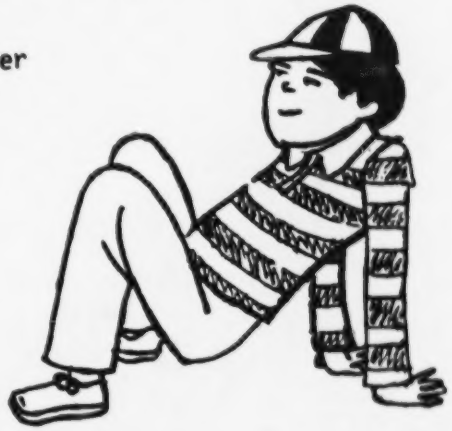
This game involves two or more players who aim at getting the other player's handkerchief, which is tucked in his/her belt. To play, two players enter a pre-determined area (circle or square) at the same time. Each player must hop on his/her right foot, with the right arm touching the left shoulder. The players then try to grab the other's hanky with the left hand without unbending the right arm or allowing the left foot to touch the ground. If this happens, the handkerchief is given up. The winner is determined by the player with the most hankies.

VARIATION: Each player, instead of wearing hankies, could wear a flag of different countries. The winner would be determined by the player with the most flags.

CRAB RACE (Japan)

A popular game of Japan is the "crab race". This is not surprising since Japan is the leading country in the world in crab fishing.

To play this game, two relay teams are formed and goal lines are established. The first player of each team leans backwards on all fours and progresses to the goal line and back. The player then tags the next player in line who continues in the same manner. The winning team is that which finishes first.



1, 2, 3 DRAGON (China)

The dragon, which has been seen in the Chinese art for centuries, represents good fortune for present-day Chinese-Manitobans.

To play this game, a line is formed with each player's hands on the shoulders of the player in front. The first player is the dragon's head and the last is the tail. It is the first player's object to tag the last player.

At the beginning of the game the tail yells "one, two, three, dragon!" The head player then tries to tag the tail without breaking up the line. If it breaks, the gragon dies and the head player becomes the new tail. If the head tags the tail without breaking the the line, the head gets a point, continuing until the dragon dies. The games ends after each player has had an opportunity to be the head. The player with the most points is the winner.

PASSING AROUND THE HANDKERCHIEF (Korea)

Before starting the game, it is necessary to select a tagger as well as arranging the children in a circle, either sitting or standing.

The tagger runs or skips around the circle slowly, hiding the handkerchief in his hand. He/She then drops it behind one of the children and continues going around the circle. If the child is not aware of this until the tagger reaches him/her after circling once around the circle, he becomes the new tagger. If, however, the child turns around and sees the handkerchief, he/she must run after the tagger, trying to touch him. If he/she succeeds, the tagger must continue being the tagger. If not, and the tagger reaches the empty spot, there is a new tagger.

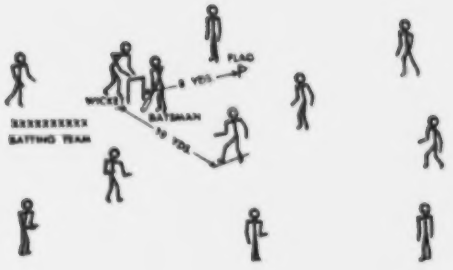
PEBBLE (Greece)

This game requires three or more players, a goal object and a pebble. The goal box is placed a certain distance away from the person who has been selected as "it". The others stand in a line with their hands together, straight out in front of them (praying hands). "It", with a pebble inside his "praying hands" pretends to drop the pebble in each player's hands. When he/she actually drops it, the person with the pebble must run to the goal object and back to "it" who stands still after the runner starts running. He/she must do this without allowing any of the other children to catch him/her. If he/she succeeds, he/she becomes "it" for the next game; if not, the player who captured him/her becomes "it".

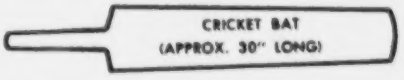
While the others watch carefully, trying to guess who has the pebble, the child who receives it may choose his/her own time to run. He must do so, however, before "it" reachers the hands of the last player. In addition, the pebble receiver tries to look unconcerned so as not to allow the others to guess who has the pebble.

CONTINUOUS CRICKET (Australia) PE 4

Equipment Necessary:
- . a wicket (a box approximately 2 1/2 feet by 1 1/2 feet)
- . a cricket bat
- . a small ball (e.g. tennis)



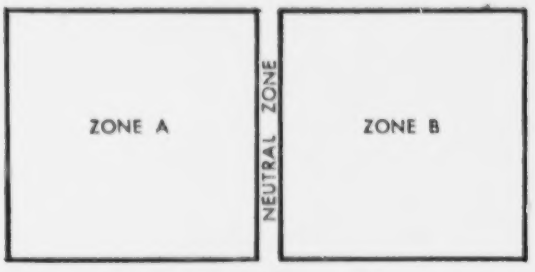
This popular game involves approximately 20 players divided into two teams. While one team bats, the other fields.



One player on the fielding team stands slightly behind the bowler's crease and bowls the ball underarm at the wicket. (It may be bowled with or without a bounce before reaching the wicket.) If the person at bats hits the ball, he must drop the bat, run around the flag, return to his batting position, pick up the bat and prepare to bat again. By doing so, he scores a point for his team. The fielders return the ball to the bowler's crease and whether the batsman is ready or not, it is bowled again at the wicket. If the ball misses the wicket and is not hit, the catcher returns it to the bowler.

A batsman is out if a hit ball is caught before it hits the ground or if a bowled ball hits the wicket. Whenever a batsman is out, he must be immediately replaced by the next batsman since the ball will be bowled even if the new batsman is not ready. When all the players on the batting team have had a chance to bat, the teams interchange. The team scoring the most runs is the winner.

IMPRISONED BALL (Italy)



Arrange a field/gymnasium as diagram on right, the size depending on the number and ability of players.

The players of each team stand on their respective sides without fixed positions. One player from the first team throwing the ball throws it to the opposite zone. If the ball is caught before it touches the ground, the thrower is imprisoned and must go to the opposite zone, where he/she tries to catch a ball thrown by his team members, again before it touches the ground. If he/she is successful, she/he is free again and thus allowed to return to his/her zone. The opponents' objectives are to keep strict guard to prevent prisoners from acquiring their freedom. The team which succeeds in imprisoning all the opponents is the winner.

Note: If the ball is thrown off limits of the opposite zone or in the meutral zone, the throw is invalid and must be repeated. Three void throws in a row imprison the thrower. The player who throws a void throw continues to do so until he throws a valid one OR until he throws three void ones in a row.

BELL IN THE STEEPLE (Russia)

Equipment necessary:
- 1 small bell
- 1 small box (big enough for the bell to fit in)

To play, one child is selected as the leader and another as guard. The duty of the guard is to sit in the steeple and guard the bell. The big square which is to be made on the ground represents a building and the small square which is to be made in the centre of the big square is the steeple. A diagonal line should also be made. (See diagram)

The steeple guard takes the box and goes into the steeple while the rest of the players line up on the four sides of the square facing the steeple. The leader hands the bell to one of the players as the guard hides his eyes.

The leader then takes his place on one of the four corners and starts to walk, the remainder of the children following him/her in a single file. As this is being done, the player with the bell rings it softly and passes it down the line as the guard watches from the steeple.

After the leader has gone around the square a couple of times, he and the other children start to walk on the diagonal lines. The guard suddenly claps his hands and all the players stop. The one who has the bell puts it inside the box as all the children run to the steeple and circle the guard. The player who had the bell then runs, always remaining inside the big square.

The guard chases the player who puts the bell in the box and the rest of the children chase the guard. If the guard catches the player, he/she becomes the guard for the next game. If, however, one of the players chasing the guard snatches the bell away from the guard, the guard must chase the new player with the bell which may be passed from player to player. If the guard has not caught up with the person who has the bell for a few minutes, the leader may stop the game simply by running to the steeple. The person who has the bell then becomes the new guard and the old guard becomes the new leader.

NATIONS (Czechoslovakia) PE 6

This game may be played outdoors and is centred around a hole into which a ball is placed.

Before the start of the game, the players each choose a nation and the ball is put into the hole (a tennis ball would be apprpriate). The players gather around the hole and wait until a nation is called by the leader. The player whose nation is called, runs, picks up the ball and calls "stop".. All other players freeze and the player with the ball tries to hit the closest player to him/her with it. The player at whom the ball is aimed must not move. If he/she is hit, he/she grabs the ball and calls "stop", now trying to hit another player. As soon as one player misses, the ball is placed in the hole and the leader calls another nation.

RULES:
1. That player holding the ball must remain in the place where he picked it up.
2. "Stop" must only be called when he/she has grabbed the ball.
3. When "stop" is called, the other players freeze. They are not to move sideways or forward.
4. The player who breaks a rule is penalized.
5. Everyone who misses receives a penalty point; similarly those who are hit are given a penalty point.
6. The player with 10 penalty points is eliminated from the game.
7. The winner is the player left once all other players have been eliminated.

NA KOLO (Yugoslavia)

Playing area: a circle approximately 1/2 meter in diameter is drown with two crosses diameters.

Equipment: pebbles, nuts, coins or bean bags, a "babica" (a stone or other marker)

The players (5 - 8) stand at a predetermined distance from the "babica" as well as from the circle. (See diagram) The one who throws his/her object nearest to the babica is allowed to throw the objects of all the other players into the circle. The objects landing in the circle (without landing on any of the lines) becomes his/her property. If any objects land on the lines, he/she may try to move them into the circle by using only his bent forefinger. If he fails, the player whose object was next nearest to the "babica" at the beginning of the game continues, and so on. When all the objects have been collected and won, the game begins once more, this time with new objects.

SOFT LACROSSE (Canada) PE 7

Lacrosse originated among the Algonkian-speaking tribes of the St. Lawrence Valley. The lacrosse label was given to this game by a Jesuit missionary who was reminded of the bishop's crosse or crosier by the shape of the sticks used.

Indian lacrosse games had a religious significance and were used as a means to train potential warriors. Matches sometimes lasted a few days and usually led to serious injuries or even deaths. Today lacrosse has become less agressive and may be seen in countries such as Canada, England, the United States, Australia and New Zealand.

For a complete and detailed description of the strategies and rules of soft lacrosse, see the handout put out by Curriculum, Development and Implementation (Physical Education).

TINIKLING (Phillippines)

The original dance Tinikling is a lengthy, rather complicated dance. For general recreation purposes, only a few of the dance steps are given below. The leader may use these depending on the gorup, its age, ability, etc. The dance depicts the movements of the long-legged and long-necked bird "Tikling". As it supposedly prances around, two dancers sitting on the floor manipulate two long bamboo poles trying to trap its legs.

REQUIREMENTS FOR THE DANCE: Two long bamboo poles or cardboard carpet rolls about three meters long. The poles rest on a block of wood about 5 cm thick and 77 cm long.

FORMATION: Two players sit on the floow, holding one pole in each hand, and strike the poles together and apart in this rhythm:
Count 1 Strike poles together in middle.
Count 2,3 Strike poles apart on block of wood twice.
Maintain a steady thythm--"in-out-out; in-out-out".
Players may either slide or slightly life poles in shifting positions.

Step 1 Two dancers stand outside of poles so that right hip is near pole.
Number 1 - In starting the dance, the first count is usually just a pause.

Count 1 Pause-poles are struck in middle.
Count 2,3 Leap sidewards into middle onto right, left foot. (Poles are apart).
Count 1: Leap sidewards onto right foot, outside pole #2. (Poles are together).
Count 2,3 Leap sidewards into middle onto left, right foot. (Poles are apart).
Continue in this manner.
The step may also be done with dancers standing outside pole #2, facing the other way.
On the 8th measure, dancers can turn in the middle with the 2 steps so as to face the other way for a repeat of the figure. This can be made more difficult by turning each time.

Step 2 Dancers move continuously clockwise around in between the poles in this manner:

Count 1,2
3,4 Walk forward outside pole #1 with a right, left, right, left.
Count 5,6 Leap between poles-right, left-and finish outside pole #2 still facing clockwise.

Count 1,2
3,4 Walk down outside pole #2; with right, left, right, left.
Count 5,6 Leap between poles-right, left-and finish outside pole #1.

Continue in this manner.

Step 3 The two dancers join hands as they face each other.

Count 1 Jump astride both poles as they are struck together in center.
Count 2,3 Jump in middle, landing on both feet twice at the same time as the poles are struck apart twice.

Continue in this manner for 16 measures of music. Using the above steps steps, many positions may be taken. The dance can be done by only one person, even though it is customarily done by two. Dancers may hold hands, dance solo, face each other, dance back-to-back, or work on opposite sides of the poles.

NOTE: Remember that the steps should be taken delicately, as all Phillippine dances have gracious, delicate styling.

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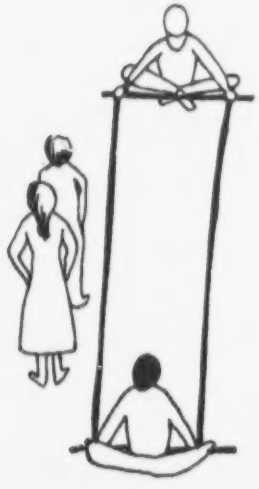
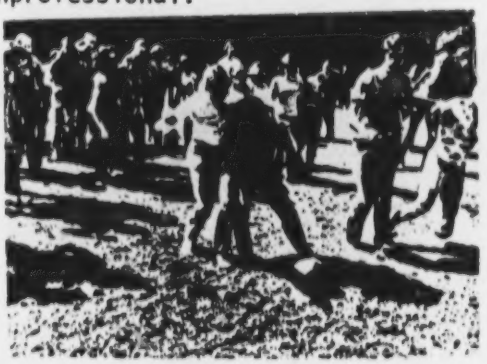


SOURCE: Multicultural Playground Manual: Multicultural Activities Guide 1; Alberta Cultural Heritage and The City of Calgary Parks and Recreation.

This game didn't originate in Southeast Asia, but Barnum's famous twins did; hence the name for this variation on the world's favourite professional sport. The way we play it is singularly unprofessional.



Set up for a regular game of soccer: teams, goals, boundaries, etc. You might want to make the field a bit smaller, though, and have about 20 players on each side. The only modification on regular soccer rules is that regular soccer rules is that the players on each team have to pair up and tie their ankles together in three-legged race fashion. You can kick the ball with either you free foot or your "bit foot". The goalie might be comprised of two people tied back-to-back at the waist. (These supplemental rules are not likely to be adopted for World Cup competition.)

You'll probably spend a lot more energy gallumping around the field with your twin than you will actally chasing the ball. We suspect that even having Pele himself on your Siamese Soccer team couldn't assure you of victory.

If you'd like to add another dash of random craziness, why not use a rubber football from a variety store? Why not have two balls - one for each team - going simultaneously? Three teams? One goal in the centre? Try anything!

HAGOO (Tlingit Indians of Alaska)

In the language of the Tlingit Indians of Alaska, inventors of the original game, hagoo means "come here." What that call, they invited a stoney-faced challenger to walk through a laughing gauntlet without cracking a smile. Our own version of this game looks more like an encounter group doing the Virginia Reel, but since the basic form lends itself easily with changes, you can invent your own dance after you try this one.

To form a gauntlet, two teams stand facing each other in lines about three feet apart. The two players, one from each team, who stand at opposite ends of the lines, are challengers. They step forward and face each other down the length of the gauntlet. With a bow and the invitation "Hagoo," they walk toward each other, breaking neither thei eye-contact nor their reserve. In the middle, they pass and continue to the end, determined to suppress their slightest smile or guffaw.

The gauntlet, meanwhile, is alive with the opposite resolve, engaging in any form of facila calisthenics or titillating hullabaloo that might crack the icy determination of the challengers. (A tickle in the ribs, "coochicoo" under the chin, or any other form of physical persuasion is off-limits.) There's no telling, of course, which challenger might be prone to which devices, so

team members may be town between a sympathetic and supportive silence for thei own candidate and an all-out heckling campaign for the other.

A challenger who successfully runs the gauntlet without revealing the lightest sign of amusement rejoins his own team, free to appreciate his triumph with a smile. But if it's all been too much to take, the challenger doubled up in hysterics gets to contribute his talents to the opposite team by joining up at the end of their line.

The game ends when there's only one team left, or when all players have run the giggling gauntlet, or when everyone decides they're utterly heckled, crackled, and stony-faced out.

GO-TAG (India/Pakistan) PE 11

This is a version of a game that's played with intense seriousness in India and Pakistan. You can enjoy it at whatever skill and strategy level you decide to play.

Everyone squats in a line, alternate players facing opposite directions.

If you think of the line as the central axis, you can imagine an oval track running around the line. There's no need to mark boundaries; the track is defined by the axis.

The person at one end of the line will be the first runner. He may run around the track in either direction. The person at the other end will be the first chaser. She may start running either clockwise or counter-clockwise, but she may not switch directions once she starts. The object of the game is for the chaser to tag the runner.

What keeps this from becoming just a steeplechase game of tag is that the chaser works with the other people squatting in line. As she is chasing around the track, she can tap the BACK of any squatting player and shout "Go". The tapped player steps forward to begin the chase, while the old chaser replaces him, squatting in the line. This maneuver is called the "go-tag", and makes the chaser a group entity, able to cross over the centre of the line and change the direction of the chase.

When you first play the game, practice the "go-tag" maneuver a few times so everyone understands how it works. Then start playing more seriously, exploring the strategies that the chasers can use. The key to this game is to change chasers frequently and rapidly enough to catch the runner off guard. Running speed is not as important as reflexes and quick thinking.

When the runner is finally tagged, he squats at one end of the line, the person who tagged him becoming the new runner. The person at the other end of the line becomes the starting chaser for the next round.

NOTE: The following themes/ideas are not arranged per level of instructions as most may be incorporated into multiple grade levels. The instructor is to use his/her discretion in choosing the level appropriate for his/her class.

For example: The Pow-wow dances may be taught to all grade levels. In Kindergarten the children could learn and develop motor coordination simply by learning to handle the hoops. Later on in elementary school, the students may learn to make simple formations such as the caterpillar or the eagle wing, respectively using four and five hoops at a time. Similarly, high school students may find it challenging to learn how to make more complicated formations such the head of butterflies or a full eagle, whereby from 7 to 11 hoops are used at one time.

IDEAS

1. Set up a field-day type of program for a half day or even a full day. That is, have different stations either in a gymnasium or outdoors whereby different ethnic activities are occurring. Divide the students into groups of different ages (so that some may help the others) and, upon a signal such as a bell, the group moves to the next station. Examples of activities may be cooperative games such as the ones previously suggested or dances.

2. Have a competition at assembly, perhaps, between classes to see who is able to best perform the dances the students learned in class. The winner could perhaps be awarded with an ethnic doll.

3. Trace the origin of a modern sport and play that sport during a period.
   e.g. Lacross developed from the Native Indian game of baggataway, which is said to have originated among the Algonkian-speaking tribles of the St. Lawrence Valley...

4. Have a student teach a game to a group of primary students - this way, the student benefits from both the knowledge of the game and experience from teaching.

5. Have a student find a game that is common to several countries. Then have him/her teach it to the rest of the class, suggesting reasons for commonalities/differences between the games. (This could be done in conjunction with another curriculum area such as social studies, for example.)

6. With the help of the students, select sports that are popular participant activities in the community.
   e.g. soccer, cricket, lawn bowling, etc.
   Who participates?
   Is it identified with one particular ethnic group?
   Are there ETHNIC teams? (e.g. Portuguese Soccer Team?)

7. Encourage children to go and watch particular sports which may be identified as being ethnocultural. If the game is a new one, have him/her teach it to the rest of the class.

8. Take one country a day (or one country for the entire week) during the week of Multiculturalism and have each teacher/instructor teach about that country in their respective curriculum area.
   e.g. Language Arts - language and folk tales
   Social Studies - people, customs, etc.
   Physical Education - games, dances

   In the end, the students will have a good overview of the country since each subject reinforced the other.

9. The Olympic Games - Each class represents a team from a participant country. In social studies, they would learn about the people of that country; in physical education, they would practise their chosen events; in history, they would learn about the history of the games, and of the sports; in art they could make the flags and medals, etc.

10. National Newspapers - Each class can present a newspaper for competition. The newspaper will contain articles on the group they have adopted. In addition, it will resemble a "real" newspaper in that it will have articles on the common subjects such as "News", "Sports", "Weather", etc.

11. From Monday through Thursday, in each Physical education period a cultural dance or game could be taught. Then, at the end of the week, the physical education department could contribute to a possible wind-up day of multiculturalism week by selecting a class to show a dance/game having been learned.

12. Always emphasize the historical and cultural backgrounds of the games/dances children are engaged in.

13. Have a Pow-wow competition.

14. Have a martial arts competition. Perhaps for the younger grades, this could be limited to certain martial arts poses or moves.

15. Have a dance competition. After having learned a dance in class, have a festival whereby all dances are presented. To add to the performance, the instructor could perhaps try to find costumes, either original or not for the dancers. In addition, this could become a "travelling show" - that is, the dancers could go to other schools to perform just as other schools' performers could come visit their school.

16. After having played an ethnic game in class, ask the children for further suggestions by having them ask their families/friends about games/physical activities they engaged in when they were young. Then, either have his/her family member/friend come and teach the game OR have the student teach it to the rest of the class.

17. As an added bonus, invite "professional" dancers or instructors to demonstrate different skills to the students. For example, for the activity of martial arts, invite a karate instructor to come demonstrate or teach for a class. Similarly, a pow-wow dancer could come and show the children the skills necessary to perform the highly technical dance.